



**TRINITY VALLEY COMMUNITY COLLEGE
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students**. It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

Course Title

Orientation to Instruction of Cosmetology

Course Prefix and Number

CSME 1435

Department – Division

Workforce Education - Cosmetology

Course Type – select from one of the following categories.

- Academic General Education Course (from ACGM – but not in TVCC Core)
- Academic TVCC Core Course
- WECM Courses

Semester Credit Hours: Lecture Hours: Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	2	8

Other hours include practicum, clinical or other types of non-lecture instruction. *If other, please specify: _____

Course Catalog Description

An overview of the skills and knowledge necessary for the instruction of cosmetology students. The student will develop an understanding of the rules and regulations of the school, department and state, demonstrate an understanding of teaching methodologies, and exhibit an understanding of lesson plan development.

Prerequisites/co requisites

A student must be at least 18 years of age, have a current cosmetology license, and have at least 2 years of verified salon experience.

Topical Outline

1. Developing a Dynamic Program of Study
 - a. Planning Concepts and Preliminary Analysis
 - b. Curriculum Development
 - c. Lesson Plan Development
2. Developing and Using Educational Aids
 - a. The Master Educator's Role
 - b. Why Use Educational Aids?
 - c. What To Consider
 - d. Classifications of Educational Materials
3. Teaching Skills and Presentation Techniques
 - a. Communication Skills
 - b. Generational Skills
 - c. C-R-E-A-T-E
 - d. What Makes a Powerful Presentation?

Course Learning Outcomes

Upon completion of this course you will be able to:

- a. Understand the steps in the curriculum development process.
- b. Understand the importance and effectiveness of the uses of an advisory committee in the curriculum process.
- c. Define the three domains for instructional outcomes and write learning objectives for each domain.
- d. Know the value and advantages of lesson planning.
- e. Understand the eight important concepts to consider when preparing and selecting visual aids.
- f. Identify the four categories of instructional materials.
- g. Explain what is meant by C-R-E-A-T-E with respect to education in the classroom

- h. Explain the ten methods used for inspiring learner motivation.
- i. Explain the importance of effective questioning and reinforcement during a lesson.

Relationship to General Education Outcomes – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding curriculum and assessment as a means for the improvement of student learning through the general education component. (Select all that apply.)

Mark with an "X"	General Education Outcome
	A. To communicate clearly and effectively in both oral and written English.
x	B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.
	C. To understand mathematical information and utilize mathematical skills.
x	D. To demonstrate qualitative and quantitative critical thinking skills.
	E. To understand and appreciate cultural and ethnic diversity.
	F. To utilize computer based technology in accessing information, solving problems, and communicating.
	G. To recognize and evaluate artistic achievements in the visual and performing arts.
	H. To improve basic understanding of political, economic, and social systems.
	I. To demonstrate knowledge of the physical universe and living systems.
x	J. To develop skills and strategies to become an engaged learner.

Required Text(s)

Milady's Master Educator Student Course Book and Milady's Master Educator Exam Review

Optional Text(s)

None

Material/Technology to be supplied by the student.

Students will be required to purchase the Student Course Books.

Course Requirements/Grading System – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.

Course Requirements:

1. Attend class regularly.
2. Work on assigned textbook/workbook.
3. Assist instructor with student work.
4. Assist students with client services.
5. Prepare for state board exam.

Grade Computation:

Students will be graded accordingly:

- A - Excellent Work
- B - Good Work
- C - Fair Work
- D - Poor Work
- F - Failure to Perform Work at Required Standard

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Janet Cotton	Signature	Date 03/12/2008
Department Head	Signature	Date
Division Chair	Signature	Date
Vice President	Signature	Date